



Ware Shoals High

56 South Greenwood
Ware Shoals, South

Grades	7-12 Middle School	
Enrollment	524 Students	
Principal	Charlie Mayfield	864-456-7923
Superintendent	Fay S. Sprouse	864-456-7496
Board Chair	Jack Sullivan	864-456-7496

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Below Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

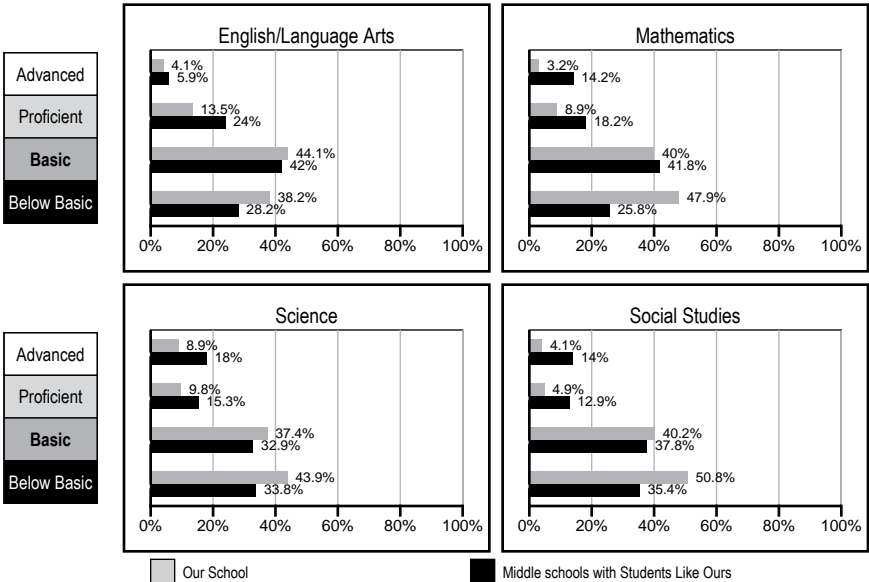
97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	20	25	3

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	85.7	98.0
English 1	87.5	97.4
Physical Science	0	48.7
All Subjects	86.1	97.6

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=524)				
Students enrolled in high school credit courses (grades 7 & 8)	100.0%	Up from 84.7%	23.5%	19.4%
Retention rate	3.1%	Up from 2.5%	1.6%	1.8%
Attendance rate	95.9%	Down from 96.2%	95.8%	95.8%
Eligible for gifted and talented	8.4%	Down from 8.7%	17.7%	15.3%
With disabilities other than speech	16.9%	Up from 15.2%	14.3%	12.9%
Older than usual for grade	6.3%	Up from 3.8%	3.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	15.5%	Up from 5.6%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	40.5%	Down from 48.9%	53.4%	55.0%
Continuing contract teachers	54.8%	Down from 73.3%	74.1%	70.6%
Teachers with emergency or provisional certificates	6.1%	Down from 7.5%	5.4%	5.4%
Teachers returning from previous year	73.9%	Down from 78.1%	85.2%	83.4%
Teacher attendance rate	94.1%	Down from 95.5%	94.8%	94.9%
Average teacher salary	\$41,620	Up 3.0%	\$44,220	\$44,706
Professional development days/teacher	5.1 days	Down from 6.1 days	11.5 days	11.8 days
School				
Principal's years at school	2.0	Down from 3.0	3.0	3.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 20.3 to 1	20.7 to 1	20.1 to 1
Prime instructional time	88.0%	Down from 89.2%	89.2%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.2%	Up from 97.0%	97.5%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$9,206	Up 9.3%	\$6,976	\$7,097
Percent of expenditures for instruction*	57.6%	Up from 57.4%	64.1%	64.4%
Percent of expenditures for teacher salaries*	52.5%	Up from 50.8%	59.6%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

While the 2007-08 school year has been a productive year for the students and staff at Ware Shoals Jr/Sr High School, we are currently looking towards the future with two new initiatives that have a proven track record of success. The first is implementation of the Southern Regional Education Board's High Schools That Work, a reform model supported by the state department of education. The second is exploration of the possibility of offering single gender classes for students in the junior high school who may be more successful in a same sex classroom.

The Southern Regional Education Board's High Schools That Work is the nation's largest and fastest-growing effort to combine challenging academic courses and modern vocational studies to raise the achievement of high school students. Member schools implement 10 Key Practices for changing what is expected of students, what they are taught and how they are taught. In June the leadership team of Ware Shoals Jr/Sr High School will attend a week long High Schools That Work new site professional development training at the 2008 South Carolina Education and Business Summit. In July, a four member district and school administrative team will attend the 22nd Annual HSTW Staff Development Conference to further training in this important school reform initiative.

For students in the Darby Building, we are considering implementing one of the current trends in education, single gender classes. These classes are becoming extremely popular throughout the state and country. Anecdotal evidence from schools indicates that girls in all girl classes tend to participate more readily and more often. Boys are less likely to "show out" when they have no girls to impress. The real key to success, however, comes when teachers receive training in brain research and in differences in learning styles between girls and boys and are able to apply these strategies in the classroom. With these two exciting initiatives and other innovative ideas, the faculty and staff are working towards our mission of providing a safe, nurturing, and challenging environment that meets the unique needs of our students while preparing them to be respectful, productive, and responsible members of society.

Charlie Mayfield, Principal
Chris Hudson, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	63	30
Percent satisfied with learning environment	77.5%	79.4%	58.6%
Percent satisfied with social and physical environment	82.5%	79.0%	63.3%
Percent satisfied with school-home relations	57.5%	87.1%	66.7%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.2%	0.0%	No
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	171	100	39.5	45.1	13	2.5	23.5	44.3	48.2	Yes	Yes
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Gender

Male	84	100	51.3	42.3	6.4	0	12.8	37.6	41.7	N/A	N/A
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Female	87	100	28.6	47.6	19	4.8	33.3	51.3	55	N/A	N/A
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Racial/Ethnic Group

White	124	100	32.5	47.9	16.2	3.4	29.9	51.9	60	Yes	Yes
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African American	46	100	57.8	37.8	4.4	0	6.7	20.8	31.7	I/S	I/S
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
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Disability Status

Disabled	37	100	88.2	11.8	0	0	0	13.1	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	110	100	48.5	42.7	8.7	0	15.5	35.2	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	171	100	46.3	44.4	6.8	2.5	15.4	36.4	45.8	Yes	Yes
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Gender

Male	84	100	52.6	39.7	5.1	2.6	15.4	35.1	45.6	N/A	N/A
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Female	87	100	40.5	48.8	8.3	2.4	15.5	37.8	45.9	N/A	N/A
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Racial/Ethnic Group

White	124	100	35.9	51.3	9.4	3.4	20.5	42.6	59	Yes	Yes
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African American	46	100	73.3	26.7	0	0	2.2	17.4	26.9	I/S	I/S
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
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Disability Status

Disabled	37	100	88.2	11.8	0	0	0	13.1	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	110	100	52.4	41.7	3.9	1.9	12.6	29.1	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	129	100	43.9	37.4	9.8	8.9	18.7	27.1	35.7	95.7	96
Gender											
Male	65	100	50.8	32.8	6.6	9.8	16.4	29.2	37.4	94.9	95.7
Female	64	100	37.1	41.9	12.9	8.1	21	24.7	33.8	96.4	96.4
Racial/Ethnic Group											
White	92	100	39.1	36.8	11.5	12.6	24.1	34.2	49.2	95.2	95.7
African American	37	100	55.6	38.9	5.6	0	5.6	9.1	17	96.9	97
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	98.2	97.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	N/A	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	30	100	82.1	17.9	0	0	0	6.3	14	95.5	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	96.9
Socio-Economic Status											
Subsided meals	87	100	50	36.6	8.5	4.9	13.4	19.1	21.1	95.2	95.6

Social Studies

All Students	128	100	50.8	40.2	4.9	4.1	9	23.9	34	95.7	96
Gender											
Male	64	100	55	36.7	5	3.3	8.3	26.5	36.6	94.9	95.7
Female	64	100	46.8	43.5	4.8	4.8	9.7	21.1	31.3	96.4	96.4
Racial/Ethnic Group											
White	93	100	42.7	44.9	6.7	5.6	12.4	28	44.5	95.2	95.7
African American	34	100	72.7	27.3	0	0	0	10.4	19.1	96.9	97
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	98.2	97.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	N/A	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	25	100	78.3	21.7	0	0	0	7.4	14.4	95.5	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	96.9
Socio-Economic Status											
Subsided meals	82	100	58.4	36.4	2.6	2.6	5.2	17.8	21	95.2	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	78	100	45.2	32.9	17.8	4.1	21.9
	8	95	100	35.6	55.6	8.9	0	8.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	86	100	42.2	43.4	12	2.4	14.5
	8	85	100	36.7	46.8	13.9	2.5	16.5
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	78	100	28.8	54.8	9.6	6.8	16.4
	8	95	100	25.6	64.4	6.7	3.3	10
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	86	100	42.2	43.4	10.8	3.6	14.5
	8	85	100	50.6	45.6	2.5	1.3	3.8
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	77	100	38.4	34.2	19.2	8.2	27.4
	8	47	100	35.6	57.8	6.7	0	6.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	86	100	47	39.8	4.8	8.4	13.3
	8	43	100	37.5	32.5	20	10	30
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	77	100	58.9	28.8	8.2	4.1	12.3
	8	48	100	46.7	53.3	0	0	0
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	86	100	63.9	26.5	4.8	4.8	9.6
	8	42	100	23.1	69.2	5.1	2.6	7.7

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample